

Documentation of Curriculum Alignment to Ohio's Early Learning and Development Standards

Directions: List and/or describe the elements from the curriculum that align to each specific standard. Provide at least one example from your curriculum for each standard. This form will be posted on the Ohio Department of Education's Webpage. Provide sufficient references for each standard so that a program that is using this curriculum can find it.

Name of Curriculum: Gee Whiz Education

Type of Curriculum: Infant Toddler Preschool Family Child Care

Content includes all domains? Yes No

If No, select specific domains included in the curriculum:

- Approaches to Learning Cognitive Development Creative Development Language and Literacy Mathematics
 Physical Development and Wellness Science Social and Emotional Development Social Studies

Describe the research base of the curriculum including references:

The Gee Whiz curriculum was designed based on a wide range of current ECE research. We are constantly updating and enhancing based on new ECE research. We strongly believe in addressing the whole child. The curriculum covers 10 developmental areas and 40 Learning Indicators (skills) for all ages (infants, toddlers, twos, threes, fours and even afterschool). Our approach is one of hands-on exploration and learning through both guided and free play. Our curriculum provides a strong foundation upon which providers and build and scaffold learning. You can find all of the documentation regarding the research base behind the curriculum in our User's Guide. Here is the link directly to that section: <https://geewhizeducation.com/wp-content/uploads/2022/06/Philosophy-Research-and-More.pdf>

Information on Guided & Free Play: <https://geewhizeducation.com/wp-content/uploads/2022/06/Gee-Whiz-and-Your-Day.pdf>

For this section, we will be using codes for unit titles. These codes are as follows:

Packing for a Picnic = PFAP

Backyard Explorers = BE

Rhyme Time = RT

Blankets, Balls & Boxes = BBB

My Friends. Your Friends. = MFYF

We are only referencing a few experiences for each area as a sample. The Gee Whiz curriculum encompasses 24 units each year (2 per month). It would be impossible for us to note on this form every time we address a skill.

Also, we have a component in each unit called “Connecting the Dots.” This component lists all of the activities in EACH unit that address our 40 Learning Indicators. Our “Letters & Literacy” component for each unit is a key part of addressing the Ohio “Language & Literacy” section of this review.

Here are links to key materials on the Gee Whiz website we would encourage you to look at reviewing the curriculum:

Gee Whiz User’s Guide: <https://geewhizeducation.com/gee-whiz-users-guide/>

Gee Whiz Yearly Outline: <https://geewhizeducation.com/yearly-outline/> (2023-2024 will be posted on the site soon)

Gee Whiz & the Learning Environment: <https://geewhizeducation.com/learning-environment/>

Gee Whiz Components Slide Deck: <https://geewhizeducation.com/wp-content/uploads/2023/04/GeeWhizComponentsSlideDeck.pdf>

Standard	Curriculum Alignment - Gee Whiz
Approaches to Learning	
AL 1.a. Engages in new and unfamiliar experiences and activities.	<p>ALL Gee Whiz activities with a Learning Indicator code of AL1 address this skill. Here are a few examples:</p> <p>AL1 Shows interest in many topics and a desire to try new things</p> <p>AL3 Engages in cooperative group experiences</p> <p><u>RT unit – “Perfect Pudding Pie” (p. 13)</u> Make a pie may be an entirely new experience for many children. During the experience, the children will also learn about following printed directions when preparing food and measurement.</p> <p><u>BBB unit – “Roll ‘N Paint” (p. 15)</u> Here is another example of an experience that is probably completely new for many children ... rolling a ball back and forth with a friend to create art.</p>

<p>AL 1.b. Completes activities with increasingly complex steps.</p>	<p><u>RT unit – “Perfect Pudding Pie” (p. 13)</u> When preparing the pudding, the children will need to follow directions that include several steps.</p> <p><u>BBB unit – “Patterning with Balls & Boxes (p. 19)</u> This Teaching Tool manipulative challenges children to copy, extend or create patterns (based on their developmental levels.</p> <p><u>BBB unit – “Blanket Fun” (p. 13)</u> Check out the multi-step direction suggestion given for the Fours/Advanced Preschoolers when playing this game.</p> <p><u>BE unit – “On the Spider Web” (p. 19)</u> This fun game is easy to adapt for children based on their developmental levels. The provider can give 1 step, 2 step or even 3 step directions.</p>
<p>AL 1.c. Persists in completing a task with increasing concentration.</p>	<p>Look for experiences in with the AL2 Learning Indicator for this skill. Here are a few examples: AL2 Displays persistence when completing tasks and is able to avoid distractions</p> <p><u>BBB unit – “Patterning with Balls & Boxes (p. 15)</u> Whether children are copying, extending or creating patterns, they will need to demonstrate concentration.</p> <p><u>BBB unit – “Will It Fit?” (p. 5)</u> As children experiment during this activity to try to figure out what fits in a box, they will obviously need to practice concentration as well as persistence.</p> <p><u>BE unit – “Colander Spiders” (p. 19)</u> This activity challenges children to demonstrate concentration when sliding chenille stems into and out of the holes in a colander.</p>

<p>AL 2.a. Develops a growth mindset.</p>	<p>At Gee Whiz, we truly believe that providers who are engaged and observant during experiences have the best opportunity to promote a growth mindset! That said, here are a few experiences that would open the door for the provider to promote a growth mindset.</p> <p>AL1 Shows interest in many topics and a desire to try new things</p> <p><u>BBB unit – “Kick It!” (p. 16)</u> Learning to kick is a skill that takes time and persistence.</p> <p><u>BBB unit – “How Far Did It Go?” (p. 17)</u> Because the children the children will be measuring how far balls travel when kicked, they have the opportunity to attempt to keep improving over time.</p> <p>We also did an entire unit called, “Growing & Changing” in April 2023 that had a focus on growth and change.</p>
<p>Cognitive Development</p>	
<p>CO 1.a. Develops the ability to recall information about objects, people, and past experiences.</p>	<p><u>BBB unit – “Deliver a Package!” (p. 6)</u> During this experience, the children are encouraged to talk about a time when they got a package or a package was delivered to their home.</p> <p><u>BBB unit – “Food Box Fun” (p. 8)</u> This experience challenges the children to recall the types of food boxes they’ve seen at their homes.</p> <p><u>PFAP unit – “Where Should We Go?” (p. 6)</u> During this experience, the children will talk about their past experiences with picnics and picnic foods.</p>

<p>CO 2.a. Demonstrates increasing ability to think symbolically.</p>	<p>LR2 Understands that symbols or objects can be used to represent different things</p> <p><u>BBB unit – “Look What I Can Do!” (p. 13)</u> This experience invites children to use their imaginations as they engage in dramatic play with blankets.</p> <p><u>BBB unit – “Making Up Fun” (p. 20)</u> During this experience, the children will use blankets, balls and boxes in any way they would like to create games, engage in pretend play...</p> <p><u>PFAP unit – “My Own Fishing Pole” (p. 21)</u> During this activity, the children will art/collage materials to create their own fishing poles in any way they wish. Then they will use those “poles” to go fishing!</p>
<p>CO 3.a. Uses increasingly complex strategies to solve problems.</p>	<p>Look for activities with the Learning Indicator LR1 in any of the Teaching Guides. Here are just a few examples:</p> <p>LR1 Demonstrates the ability to identify a problem and then seeks ways to solve it</p> <p><u>BBB unit – “Will It Fit?” (p. 5)</u> The children will obviously be problem-solving during this experience as they explore to see what items fit in different sized boxes.</p> <p><u>BBB – “Roll ‘N Paint” (p. 15)</u> As the children dip balls in paint and roll them back and forth, they will need to problem-solve and work together with others.</p> <p><u>BBB – “Catch It!” (p. 21)</u> There is going to a lot of problem-solving during this experience as children explore using boxes to catch balls.</p>

<p>CO 4.a. Develops ability to be flexible in own thinking and behavior.</p>	<p>Look for activities in the Gee Whiz curriculum with the LR2 Learning Indicator code.</p> <p><u>BBB unit – “Look What I Can Do!” (p. 13)</u> During this experience, the children will use flexible thinking and behavior as they use blankets in new and different ways.</p> <p><u>BBB unit – “Making Up Fun” (p. 20)</u> As the children participate in this open-ended experience, they will use blankets, boxes and balls to make up games, engage in dramatic play... The possibilities are only limited by their own ideas. 😊</p> <p><u>PFAP unit – “Painting with Spoons” (p. 11)</u> Providing the children with a common item (in this case ... a spoon) and inviting them to use it for a new purpose (in this case ... painting) challenges children to think creatively and try new ideas.</p>
<p>Creative Development</p>	

CR 1.a. Expresses ideas and feelings through visual art.

Any experience in the Gee Whiz curriculum with the Learning Indicator CA3 addresses this area. Here are few examples:
CA3 Utilizes a variety of art materials (both two and three-dimensional) to express

BBB – “Roll ‘N Paint” (p. 15) During this experience, the children will use balls a painting tools to create unique works of art.

PFAP – “Painting with Spoons” (p. 11) How would you use a spoon as a painting tool? This is the question the children will answer as they explore during this experience.

BE – “Rainy Art” (p. 15) This open-ended art experience invites children to create using blue paint and water in a very different way.

BE – “Painting with Worms” (p. 18) Well, not real worms, of course! Instead, small pieces of yarn and string will act as “worms” as the children create.

BE – “Grass Prints” (p. 7) What would it be like to actually paint the grass? Well, during this experience the children will find out and then use the painted grass to create unique works of art.

<p>CR 1.b. Expresses self creatively through music and dance.</p>	<p>Look for activities in the Gee Whiz curriculum with the Learning Indicator CA1. Here are a few examples: CA1 Participates in musical activities including singing and utilizing instruments</p> <p><u>PFAP unit – “Picnic Blanket Boogie” (p. 9)</u> During this experience, the children will express themselves while dancing to music on a big, big, picnic blanket.</p> <p><u>SE unit – “In the Grass” (p. 6)</u> A fun song, “Let’s Run in the Grass” encourages the children to move and dance in any way they would like.</p> <p><u>MFYF unit – “Bubbles with Friends” (p. 8)</u> What could be more fun than combining bubbles with music and dancing? During this experience, that is exactly what happens.</p>
<p>CR 2.a. Develops ability to express new ideas through imaginative and inventive play.</p>	<p>Look for experiences in the Gee Whiz curriculum that include the Learning Indicator CA4. Here are a few examples: CA4 Engages in pretend play with, or without, the use of props</p> <p><u>BBB unit – “Packing and Shipping” (p. 7)</u> During this dramatic play experience, the children will pretend to pack and ship boxes. The provider will set up the environment, but, in the end, the children will determine exactly what to do and how to do it.</p> <p><u>PFAP unit – “Going on a Picnic” (p. 5)</u> Once again, the provider will gather materials the children could use as they pretend to go on a picnic.</p> <p><u>BE unit = “Backyard Explorers” (p. 5)</u> It is so much fun for children to pretend! During this experience, they will have the opportunity to pretend to be explorers while using paper towels rolls as “binoculars.”</p>
<p>Language and Literacy</p>	

LL 1.a. Demonstrates understanding of increasingly complex language.

In the Gee Whiz curriculum, please look for activities that include the LD1 and LD2 Learning Indicator codes. Because the lesson plans in the Gee Whiz curriculum prompt the provider to engage in conversations with children, all of the activities truly address this area. Additionally, in every daily lesson plan, there is a blue box titled "Today's Vocabulary." These are words we want providers to utilize when they are engaging in conversations with children. Please see any Teaching Guide for examples of this blue box. Additionally, here are a few specific examples:

LD1 Understands spoken language

LD2 Understands and then uses an ever-increasing Vocabulary

BBB unit – "Deliver the Package" (p. 6) During this experience, the provider will expose children to new vocabulary. There is even an opportunity to read text on a package. Additionally, background information about how packages are shipped is part of this activity.

RT unit – "Perfect Pudding Pie" (p. 13) When making a pudding pie, there is plenty of opportunity to help children build vocabulary and complex language. Children will demonstrate understanding by following directions as the provider reads them.

PFAP unit – "What Is in the Picnic Basket?" (p. 5) This is obviously a great experience for helping children build vocabulary in a fun way.

LL 1.b. Develops and expands understanding of vocabulary and concepts.

Any Gee Whiz experience with the Learning Indicator code of LD2 address this area. Additionally, be sure to review the blue box on each daily lesson plan titled, "Today's Vocabulary" (see previous note). Here are just a few examples:

LD2 Understands and then uses an ever-increasing Vocabulary

BBB unit – "Deliver the Package" (p. 6) As children answer the open-ended questions posed by the provider, they will utilize new vocabulary. The questions asked will also help the children learn what new words mean so they can use them in conversations.

RT unit – "Sorting Candles" (p. 11) When you sort, you look at different characteristics. During this experience, the children will build knowledge and vocabulary related to the candles (e.g., tall, short, thick, skinny, used, new...)

RT unit – "Perfect Pudding Pie" (p. 13) In order to follow directions while making pudding pie, the children will need to develop and expand their vocabulary as well as concepts about measurement.

PFAP unit – "Wash and Dry" (p. 11) Check out all the vocabulary we built into this experience! Words like full, empty, wet, wash, clean, dirty, scrub, etc

LL 1.c. Communicates using increasingly complex language.

Any experience in the Gee Whiz curriculum with the Learning Indicator of LD2 and/or LD3 (and also LD4) addresses this area. Also, please see all of the “Questions to Spur Thinking” that are included for each experience in the lesson plans. These are open-ended questions designed to promote back-and-forth conversations between the provider and the children. Here are a few examples of activities:

LD2 Understands and then uses an ever-increasing vocabulary

LD3 Uses language to express ideas, wants, and needs

LD4 Increasingly engages adults and other children in conversations

BBB unit – “Games with Boxes (p. 10) During this experience, children are encouraged to share their ideas about how they could use boxes to create games with others.

PFAP unit – “Packing the Picnic Basket” (p. 4) After sharing the story, more verbal children are prompted to talk about a time when they went on a picnic. The open-ended questions provided will help the provider challenge the children to utilize more complex language as they share.

LL 1.d. Participates in conversations with increasing application of turn-taking skills.

Look for experiences in the Gee Whiz curriculum with the Learning Indicator code LD4. Once again, also look at the “Questions to Spur Thinking.” These open-ended questions set up the environment for turn-taking skills during conversations.

LD4 Increasingly engages adults and other children in Conversations

PFAP unit – “Going on a Picnic” (p. 5) Dramatic play is a wonderful opportunity for children to engage with each other. It also opens the door for turn-taking during those conversations. During this experience, the children will pretend to go on a picnic while using props.

RT unit – “Perfect Pudding Pie” (p. 13) Cooking activities naturally invite turn-taking during conversations and this one is no exception. As the children help prepare the pie, the provider will ask open-ended questions that engage children in conversations.

MFYF unit – “So Many Friends” (p. 4) During this group experience, there will be plenty of opportunities for the children to practice turn-taking skills during conversations as they share information about themselves and their friends.

LL 1.e. Develops comprehension of read-aloud text.

In the Gee Whiz curriculum, look for the Learning Indicator LK1 which correlates with this skill. Also, in the first unit of every month, we include an original story with props. This tool is designed to help the provider build comprehension skills. Any experiences that use a Gee Whiz story would address this area. Here is just one example of how we do this during our Exploring Together experiences that include our original stories:

LK1 Shows an interest in books and understands they are a way of sharing information

PFAP unit – “Packing the Picnic Basket” (p. 4) During this experience, the provider will use story props to share the story, “Pack the Picnic Basket.” The directions encourage the provider to ask questions to not only check comprehension but also encourage children to share their own experiences.

We also have an entire unit titled, “It’s Storytime!” coming up in July 2023.

Additionally, each Gee Whiz unit includes a printable, “Let’s Read Together!” booklet that includes a very short story with open-ended questions at the end. Please see the sample included in the folder.

<p>LL 2.a. Develops awareness of syllables in spoken words.</p>	<p>In the Gee Whiz curriculum, look for activities with the Learning Indicator code LK2. As providers explore the concept of “words” with children, we also encourage her to explore syllabication. Here are a few examples: LK2 Understands that language is made up of words, which can be broken down into syllables</p> <p><u>PFAP unit – “Learning through Books” (p. 7)</u> As the provider engages with the children while reading books, there is direction to talk about words and syllables.</p> <p><u>RT unit – “I Am Frightened by ...” (p. 15)</u> As the children dictate (or write), the provider can talk about letters, words and syllables. This is a meaningful time to do so.</p> <p>The Nursery Rhyme Booklet (also included in the “Rhyme Time” unit) provides the perfect tool to explore syllabication as well.</p> <p>We have a full unit coming up in February 2024 titled, “All About the ABCs.” During that unit, an awareness of syllabication will be addressed.</p>
<p>LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.</p>	<p>The Learning Indicator LK3 in the Gee Whiz curriculum addressed this area. <u>Additionally, our “Letters & Literacy” component that is included with each unit further addresses this area.</u> Please review one of the included samples. A few examples from the curriculum include: LK3 Begins to name letters and identify their sound</p> <p><u>RT unit – “Wonderful Word Families” (p. 24).</u> During this experience, the children explore what a word family is and then create several.</p> <p><u>RT unit – “Change that Rhyme” (p. 29)</u> As the children create their own nursery rhymes, they will apply their knowledge of initial sounds, onsets and rimes in a fun way.</p>

<p>LL 2.c. Develops understanding of rhyme.</p>	<p>The entire unit, "Rhyme Time" is dedicated to the exploration of rhyme. Please see the Teaching Guide and Letters & Literacy component for this unit. Here are 2 examples taken from that unit:</p> <p><u>RT unit – "What Rhymes with...?" (p. 20)</u> During this experience, the children will need to put on their thinking caps as they come up with words that rhyme with an object featured on a picture.</p> <p><u>RT unit – "Finish It" (p. 23)</u> In this experience, the children will be challenged to finish a rhyme by providing a rhyming word.</p>
<p>LL 3.a. Develops knowledge of print organization.</p>	<p>The Gee Whiz Learning Indicators that correlate with this skill are LK1 and LK4. Here are a few examples taken from the curriculum:</p> <p><u>BBB unit – "Special Delivery!" (p. 4)</u> During this experience, the provider will expose the children to the concept of an address on a package.</p> <p><u>BE unit – "Backyard Fun" (p. 22)</u> An assortment of books will open the door for discussions about print organization. Taking the books outside is also a lot of fun!</p> <p><u>RT unit</u> – This unit includes a booklet of nursery rhymes with large print and colorful illustrations... the perfect tool for exploring print organization. Please see the included, "Nursery Rhyme Booklet" file.</p>

<p>LL 3.b. Develops knowledge of the alphabet.</p>	<p>The Gee Whiz Learning Indicator code for this area is LK3. <u>Please see the Letters & Literacy component for each unit which also expands upon this area for children who are developmentally ready.</u> Here are a few examples from the curriculum:</p> <p><u>MFYF unit – “Friends Mural” (p. 5)</u> During this experience, the children will be exposed to the letters in the word <i>friend</i> as well as the letters in their own names.</p> <p><u>BBB unit – “Box Artists” (p. 5)</u> As the children create while using boxes, the children are exposed to letters within the words printed on the boxes.</p> <p><u>BE unit – “Backyard Explorers” (p. 5)</u> When the children dictate information about what they discover, their words are written down. This opens up the door for the children to be exposed to letter names, letter sounds etc. in a meaningful way.</p>
<p>LL 4.a. Develops understanding that writing represents spoken language.</p>	<p>The Gee Whiz Learning Indicator that addresses this unit is LK4. Here are a few examples taken from the curriculum:</p> <p><u>RT unit – “Change That Rhyme” (p. 29)</u> As the children rewrite common nursery rhymes, the provider will write down everything they say.</p> <p><u>RT unit – “I Am Frightened by...” (p. 15)</u> The children will dictate sentences about things that frighten them as the provider writes them down.</p> <p><u>MYFF unit – “Bakers Are We” (p. 11)</u> During this experience, the children will dictate recipes which the provider will write down.</p>

<p>LL 4.b. Draws and writes using increasingly sophisticated grasp.</p>	<p>In the Gee Whiz curriculum, we use Learning Indicator code LK5 to address this skill. Here are a few examples:</p> <p>RT unit – “I Am Frightened by...” (p. 18) The children will draw pictures of things that frighten them.</p> <p>BBB unit – “Packing and Shipping” (p. 7) As the children pretend to pack and ship boxes, they are encouraged to “address” as well. This provides them with an opportunity to write.</p> <p>MFYF unit – “Marker Experiment” (p. 13) During this art/science experience, the children will draw with markers. They will also explore what happens when caps are left off markers.</p> <p>Please see any “Letters & Literacy” component + the sections titled, “Experiences for Advanced Preschoolers: School Readiness” found in the back of each Teaching Guide for even more experiences that address this area.</p>
<p>Mathematics</p>	
<p>MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.</p>	<p>In the Gee Whiz curriculum, we use Learning Indicator MK1 and MK2 to address this skill. Here are a few examples of experiences in the curriculum:</p> <p><u>RT unit – “Catching Fish” (p. 8)</u> The nursery rhyme, “Once I Caught a Fish Alive” incorporates counting in a fun way during this activity.</p> <p><u>RT unit – “Catch ... Count ... Eat (p. 9)</u> During this experience, the children will count as they eat goldfish crackers.</p> <p><u>PFAP unit – “What Will We Need? (p. 10)</u> The children will count cups, plates, silverware and napkins as they pretend to have a picnic.</p>

<p>MA 1.b. Develops understanding of one-to-one correspondence and cardinality.</p>	<p>Here are few examples of how the Gee Whiz curriculum addresses this skill:</p> <p><u>PFAP unit – “What Will We Need?” (p. 10)</u> During this experience the children will practice one-to-one correspondence as they pretend to have a picnic.</p> <p><u>PFAP unit – “How Many People?” (p. 23)</u> In this experience, the children will count the number of plates, cups and spoons to figure out that 10 people can come to their picnic.</p> <p><u>MFYF unit – “A Very Fair Snack” (p. 19)</u> Snack time is a meaningful time for children to practice one-to-one correspondence.</p>
<p>MA 1.c. Develops ability to subitize small quantities.</p>	<p>Just a few examples of how the Gee Whiz curriculum addresses this area include:</p> <p><u>PFAP unit – What Will We Need? (p. 10)</u> During this experience, the children estimate based on looking how many plates, spoons, napkins and cups they have.</p> <p><u>MFYF unit – “A Very Fair Snack” (p. 19)</u> The children will make estimates as they predict how many pieces of snack they have on their plates.</p>

<p>MA 1.d. Develops ability to recognize and name written numerals.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is MK1. Here are a few examples from the units provided:</p> <p><u>BE unit – “How Many Leaves?” (p. 9)</u> This experience challenges children to both recognize and name written numerals. They will then practice counting skills as they put leaves on a tree.</p> <p><u>BE unit – “Catching Rain” (p. 15)</u> During this experience, the children will “catch” rain and then measure the amount. As they measure, the provider will expose them to numerals in a meaningful way.</p> <p><u>MFYF unit – “Name Bar Graph” (p. 28)</u> As the children work together to create a graph, they will be challenged to recognize and name numerals.</p>
<p>MA 2.a. Develops understanding of number relationships and operations.</p>	<p>Here are few examples for the units provided that address this skill:</p> <p><u>RT unit – “Star Bowling” (p. 19) + “More Star Bowling” (p. 21)</u> During these experiences, the children will be exposed to number relationships and operations. As pins fall down, the provider will write this down as a subtraction fact. In the second day, he/she will write the results down as an addition fact.</p> <p><u>PFAP unit – “Seeds and Sets” (p. 31)</u> The children will practice dividing up a large set into sets of 10 during this experience. They will use watermelon seeds to do this.</p> <p><u>BBB unit – “Blanket Bowling” (p. 28)</u> The children will explore both addition and subtraction as they roll 10 balls toward a blanket. They will count how many land on the blanket and how many do not. The provider will write the results as either an addition fact, a subtraction fact or both.</p>

<p>MA 3.a. Develops knowledge of measurement to compare and describe objects.</p>	<p>The Learning Indicator in the Gee Whiz curriculum that addresses this skill is MK6. Here are some examples taken from the units provided:</p> <p><u>RT unit – “How Far Can You Jump?” (p. 29)</u> During this activity, the children will practice jumping. They will measure the distance and use it to create a graph. Then they will compare and contrast the distances.</p> <p><u>BBB unit – “How Far Did It Go? (p. 17)</u> In this activity, the children will be kicking balls, predicting how far they go, measuring and then comparing their predictions to the actual amounts.</p> <p><u>BE unit – “Catching Rain” (p. 15)</u> The children will have fun catching “rain” during this activity. They will then measure the amount of rain they catch and compare it to the amount caught by other children.</p>
<p>MA 3.b. Develops the ability to sort.</p>	<p>The Gee Whiz Learning indicator that addresses this skill is MK6. Here are a few examples from the units provided:</p> <p><u>RT unit – “Sorting Candles” (p. 11)</u> During this activity, the children will sort candles based on characteristics they choose (type, size, texture...)</p> <p><u>PFAP unit – “What Will We Need?” (p. 10)</u> This experience challenges children to sort the items you might take on a picnic by type (plates, cups, napkins, spoons)</p> <p>The curriculum includes a Teaching Tool in the second unit each month. Lotto games and memory games (which promote matching and sorting) are examples of tools provided over the course of the year.</p>

<p>MA 3.c. Develops understanding of patterns.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is MK4. Here are a few examples from the units provided:</p> <p><u>RT unit – “Rap...Rap...Ra, Rap, Rap” (p. 17)</u> This experience challenges children to copy, extend and create auditory patterns.</p> <p><u>BBB unit – Patterning with Balls & Boxes Teaching Tool</u> This Teaching Tool (sample provided) is a manipulative that providers will use to help children practice copying, creating and extending patterns.</p> <p>We also have full unit titled, “Let’s Explore Patterns” planned for November 2023. Please refer to the yearly outline.</p>
<p>MA 4.a. Develops ability to recognize shapes and their attributes.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is MK3. Some examples taken from the units provided include:</p> <p><u>BBB unit – “Balls & Friends” (p. 15)</u> During this experience, children are exposed to the sphere shape as they play with different types of balls.</p> <p><u>BBB unit – “Soccer Ball Art” (p. 17)</u> As children stamp paint with pentagons, they will be exposed to the name of this shape.</p> <p><u>MFYF unit – “Bubbles with Friends” (p. 8)</u> A fun group game involving bubbles provides the perfect opportunity to expose children to the sphere shape.</p> <p>We also have a full unit planned for November 2023 titled, “Colors & Shapes” where we will dive into basic shapes such as circles, squares, rectangles and triangles.</p>

MA 4.b. Develops understanding of spatial relationships.

The Gee Whiz Learning Indicator that addresses this skill is MK3. Here are a few examples taken from the units provided:

RT unit – “All the King’s Horses” (p. 15) The children will work together to create an obstacle course and then explore spatial relationships and positional concepts as they pretend to be riding horses while moving through the course.

BE unit – “On the Spider Web” (p. 19) This fun activity invites the children to pretend to be spiders as they crawl in different ways on a blue painter’s tape spider web. This provides the provider with the opportunity to reinforce positional concepts and spatial relationships.

BBB unit – “Blanket Bouncers” (p. 12) During this group game, the children will explore up and down as they bounce balls on a blanket.

MFYF unit – “Follow Your Friends” (p. 9) This active experience invites children to crawl under, over, through, around, etc. as they make their way through a blue painter’s tape maze.

Physical Development and Wellness

<p>PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is PD4. A few examples of activities from the included units are:</p> <p><u>BBB unit – “How Do Boxes Help?” (p. 11)</u> During this experience, the children will build large muscles and non-locomotor skills as they explore how boxes help to move items from one place to another.</p> <p><u>BBB unit – “You Can Throw It!” (p. 14)</u> As the children participate in this experience, they will practice throwing different types of balls.</p> <p><u>PFAP unit – “Off We Go to the Picnic” (p. 7)</u> The children will ride tricycles, riding toys and push/pull wagons as they pretend to travel to a spot for a picnic.</p> <p><u>MFYF unit – “Follow Your Friends” (p. 9)</u> As the children crawl through the tape maze, they will build locomotor and non-locomotor skills in a variety of areas.</p>
<p>PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is PD5. Some examples taken from the units provided include:</p> <p><u>RT unit – “I Am Frightened by...” (p. 15)</u> The children will develop fine motor control and eye-hand coordination as they draw during this experience.</p> <p><u>RT unit – “Putting Humpty Together Again” (p. 5)</u> As the children assemble plastic eggs during this activity, they will build fine motor control and eye-hand coordination.</p> <p><u>BBB unit – “Packing & Shipping” (p. 7)</u> Fine motor and eye-hand coordination are both addressed during this experience as children pretend to pack and ship boxes. Those children that choose to “write” on the boxes will further develop these skills.</p> <p><u>MFYF unit – “Friendship Trail Mix” (p. 9)</u> As the children help make and then eat trail mix, they will develop fine motor control and eye-hand coordination.</p>

<p>PW 1.c. Develops oral motor skills.</p>	<p>Here are a few examples of how the Gee Whiz curriculum addresses this area:</p> <p>BBB unit – “Marvelous Melon Balls” (p. 23) After the children help prepare the melon balls, they will be eating them.</p> <p>RT unit – “Catch ... Count ... Eat” (p. 9) The children will participate in a math-focused snack experience where they will also be eating fish-shaped crackers.</p> <p>BE unit – “Garden Goodies” (p. 23) During this activity, the children will help prepare a garden salad and then enjoy eating it.</p>
<p>PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.</p>	<p>A few of the experiences in the units provided that address this skill include:</p> <p><u>BBB unit – “You Can Throw It!”</u> (p. 14) As children attempt to throw balls, they will need to be aware of their own movements as well as the movements of other children. They will use their senses to do so.</p> <p><u>PFAP unit – “Over the Net!”</u> (p. 21) During this experience, the children will use a beach ball to play a simple version of volleyball. This will obviously require the children to use their senses to guide their motions and interactions with both the ball and other children.</p> <p><u>MFYF unit – “Sprinkle Dance with Friends”</u> (p. 7) Playing in a sprinkler is a lot of fun! This experience will definitely invite the children to use their senses as they move and dance in the water. They will need to be aware of both their motions as well as the motions of the other children.</p>

PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well- being.

The Gee Whiz Learning Indicator mainly addresses this skill would be PD2 but PD1 also comes into play.

Please see the daily “Be Healthy & Safe!” ideas in the box on the first page of every day lesson plan. Many of these ideas address this area. Plus, we often talk about body parts when the children are participating in gross motor experiences via the Questions to Spur Thinking ideas.

We have 3 units that address this skill coming up ... “So Strong!” (August 2023), My Five Senses (September 2023) and “Healthy Me” (September 2023). Please see the provided yearly outline for details.

We also provide, on our website, an entire section of ideas to help providers reinforce health. Here is the link to that section:

<https://geewhizeducation.com/health-nutrition-safety-resources/>

<p>PW 2.b. Demonstrates personal health and self-care practices with increasing independence.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is PD2. Here are a few examples from the units provided:</p> <p>BBB unit – “Marvelous Melon Balls” (p. 23) Before any cooking activity, the provider has the opportunity to wash hands. During this experience, the children will definitely need to wash hands before helping to prepare this treat. They will also need to throw away their ideas when finished.</p> <p>RT unit – “Catch ... Count ... Eat” (p. 9) The children will participate in a math-focused snack experience where they will also be eating fish-shaped crackers. This will also require washing hands.</p> <p>BE unit – “Garden Goodies” (p. 23) During this activity, the children will help prepare a garden salad and then enjoy eating it. Besides washing hands, this experience also provides the provider with an opportunity to discuss the importance of eating vegetables.</p> <p>Please see our Handwashing Song Display and Toothbrushing Chart on the Gee Whiz website in the link provided in the previous section for even more tools we provide to help address this skill.</p>
<p>PW 2.c. Consumes healthy food and develops healthy eating habits.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is PD2. As noted above, we have 3 units coming up in the near future that will be focused on this skill. Please see our yearly outline for details.</p>
<p>PW 2.d. Develops healthy sleep and rest behaviors.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is PD1. In addition to the upcoming units mentioned above, here is an example from one of the provided units:</p> <p><u>RT unit – “It’s Bedtime” (p. 16)</u> During this exploration of the nursery rhyme, “Wee Willie Winkie,” the children will talk about their own bedtimes and the provider can reinforce the importance of rest.</p> <p><u>RT unit – “Time for Bed ... Sleepy Head” (p. 17)</u> As mentioned above, the nursery rhyme, “Wee Willie Winkie” provides the perfect springboard for discussing rest and bedtime. This experience reinforces that idea.</p>

PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.

The Gee Whiz Learning Indicators that address this skill are both PD1 and PD4. By providing the children with numerous experiences within the curriculum that encourage physical activity, we are helping all children develop a better understanding of why being physically active is important. The provider, obviously, needs to talk about this while doing these experiences. Here are a few examples from the units provided:

PFAP unit – “Over the Net!” (p. 21) As children participate in this simplified game of volleyball, they will obviously be moving and active.

RT unit – “Jump Over It!” (p. 11) During this experience, the children will pretend to be Jack (from “Jack Be Nimble”) as they jump over a pretend candlestick.

RT unit – “Are You Nimble?” (p. 10) A discussion about what it means to be “nimble” and why being “nimble” is important is a part of this experience.

Additionally, we will discuss this topic during our upcoming unit, “So Strong!” in August 2023.

<p>PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is PD3. A few examples from the units provided include:</p> <p><u>BBB unit – “You Can Throw It!” (p. 14)</u> Because the children will be throwing balls during this experience, they will need to be aware of their surroundings and other children.</p> <p><u>RT unit – “Sorting Candles” (p. 11)</u> During this experience, the children will be sorting candles. This is a meaningful time to talk about how candles, fire, matches, etc. can be dangerous and should only be handled by adults.</p> <p><u>PFAP unit – “Grill It Up!” (p. 12)</u> During this experience, the provider will have the opportunity to reinforce safety that relates to barbecue grills in a meaningful way.</p> <p><u>BE unit – “Backyard Discoveries” (p. 4)</u> Look but don’t touch is a safety skill the children will learn while exploring the backyard.</p>
<p>Science</p>	
<p>SC 1.a. Explores and investigates objects and events in the environment.</p>	<p>The Gee Whiz Learning Indicators that address this skill is SK1 and SK3. Here are a few examples taken from the units provided:</p> <p><u>BE unit – “Backyard Explorers” (p. 5)</u> During this activity, the children will create “binoculars” and then use them to explore the backyard.</p> <p><u>BE unit – “Discovery Prints” (p. 5)</u> The children will use items gathered from nature and paint to explore creating art in a new way.</p> <p><u>BBB unit – “Will It Sink or Float?” (p. 19)</u> Given an assortment of balls and access to water, the children will explore the concepts of sink and float.</p>

<p>SC 1.b. Develops ability to reason about cause and effect.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is SK2. Here are a few examples from the units provided:</p> <p><u>BBB unit – “Banging on Boxes” (p. 7)</u> As the children use boxes and plastic or wooden spoons create sounds, they will definitely explore cause and effect.</p> <p><u>BBB unit – “How Do Boxes Help?” (p. 11)</u> During this activity, the children will make predictions about how they think boxes help people and then test their ideas. They will also reason as they discover what happens when you fill a box too full.</p> <p><u>PFAP unit – “Painting with Spoons” (p. 11)</u> The children will definitely explore cause and effect as they test their ideas about how to use a spoon as a painting tool.</p> <p><u>MFYF unit – “Marker Experiment” (p. 13)</u> What happens when you leave the cap off a marker? This experience challenges children to predict, observe and test their ideas. It also is the perfect opportunity to explore cause and effect.</p>
Social Emotional Development	
<p>SE 1.a. Develops and expands understanding of oneself as a unique person.</p>	<p>The Gee Whiz Learning Indicator that addressed this skill is SE2. Just a few of the activities in the units provided that address this skill are:</p> <p><u>MFYF unit – “We Are All Different” (p. 14)</u> The purpose of this experience is to help the children recognize that their differences are what make them special.</p> <p><u>MFYF unit – “So Many Feelings! (p. 16)</u> Feelings are yet another way in which we are all unique and special. This experience reinforces this concept through music and open-ended questioning.</p> <p><u>MFYF unit – “My Favorite Art Material is...” (p. 15)</u> The children will further explore their uniqueness as the talk about (and use) their favorite art materials.</p>

<p>SE 1.b. Develops understanding of emotions.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is SE4. A few of examples from the units provided that address this skill are:</p> <p><u>MFYF unit – “So Many Feelings!” (p. 16)</u> During this experience, the children will explore feelings through dance and song. They will also have the opportunity to act out emotions as well.</p> <p><u>MFYF unit – “Follow the Feelings” (p. 17)</u> An active game using a “path” invites the children to explore a variety of feelings.</p> <p><u>MFYF unit – “That’s Not Fair!” (p. 18)</u> During this experience, the children will have the opportunity to talk about what fairness means to them as well as their experiences with fairness. They will also talk about how they feel when something is unfair.</p> <p>We also will be covering the topic of emotions during our August 2023 unit, “Friendship Fun” as well as in our September unit “Healthy Me.”</p>
<p>SE 2.a. Begins to manage emotions and actions.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is SE3. All of the Exploring Together experiences as well as group games require children to manage emotions and demonstrate self-regulation. Here are some additional specific examples from the units provided:</p> <p><u>BBB unit – “Catch It!” (p. 21)</u> As children play together with balls and boxes, they will need to manage their emotions and actions.</p> <p><u>BBB unit – “Deliver the Package” (p. 6)</u> While playing the game during this experience, the children will need to demonstrate self-regulation as they wait their turn.</p> <p><u>MFYF unit – “The Search is On!” (p. 20)</u> During this experience, the children will work together to complete a scavenger hunt. This is going to require children to demonstrate self-regulation while managing emotions and actions.</p>

<p>SE 3.a. Develops empathy toward and understanding of others.</p>	<p>Just a few of the experiences that address this skill are:</p> <p><u>MFYF unit – “A Hen and Her Friends” (p. 10)</u> The story of the Little Red Hen provides a springboard for discussions about helping others. This is complemented with song, “I Can Help My Friends” where the children suggest things they can do to help their friends.</p> <p><u>MFYF unit – “Caring Friends” (p. 12)</u> This experience will build upon the story, “The Little Red Hen” and help the children further explore how they can help their friends.</p> <p><u>MFYF unit – “So Many Feelings!” (p. 16)</u> Respect for others’ feelings is a part of this experience. The children will also learn how to help a friend that might be feeling sad or upset.</p>
<p>SE 4.a. Develops secure, trusting relationships with adults.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is SE1. At Gee Whiz, we strongly believe that ALL of our experiences address this skill. That is because we include and promote engagement between the provider and the children in every experience. The Questions to Spur Thinking are also designed to promote back-and-forth conversations between providers and children every single day.</p>
<p>SE 4.b. Develops socially competent behaviors with peers.</p>	<p>The Gee Whiz Learning Indicator that addresses this skill is SE1. Here are a few examples taken from the units provided:</p> <p><u>BBB unit – “Balls and Friends” (p. 15)</u> During this experience, the children will roll or toss balls back and forth with friends. This will require the children to engage with one another in a respectful way.</p> <p><u>BBB unit – “Roll ‘N Paint” (p. 15)</u> As the children participate in this experience, they will roll balls dipped in paint back and forth. This will require them to listen to each other and not roll the balls too fast or too hard.</p> <p><u>MFYF unit – “A Hen and Her Friends” (p. 10)</u> Once again, the story of the Little Red Hen opens the door for discussions about how friends help one another. Helping is definitely a socially competent behavior.</p>

SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.

Here are a few examples taken from the provided units that address this skill:

BBB unit – “Games with Balls” (p. 10) During this experience, the children will be provided with boxes and beanbags. They will then be challenged to create their own games using these materials. Obviously, there will be times when children will need to take turns and share. This opens the door for them to use simple strategies if conflicts arise.

BE unit – “Taking Care of the Grass” (p. 7) For this experience, we suggest the provide have a toy lawn mower on hand. Chances are good he/she will only have one. This will then require the children to figure how to solve issues that arise that relate to sharing this toy.

MFYF unit – “That’s Not Fair! (p. 18) Fairness is a concept that most young children understand. This experience is designed to help the children think more about what is “fair” and “unfair.” They can then take this information and use it when working out conflicts with peers.

Social Studies

<p>SS 1.a. Develops awareness of own culture and other characteristics of groups of people.</p>	<p>At Gee Whiz, we believe that a child’s family and its culture are very important to integrate into experiences. We do this in a variety of ways within experiences. The Gee Whiz Learning Indicator that correlates to this skill is SS1. Here are a few examples taken from the samples provided:</p> <p><u>RT unit – “Perfect Pudding Pie” (p. 13)</u> During this experience, the children will be working together to create a pudding pie. This experience opens the door for children to talk about the types of pies (or other goodies) their families enjoy eating.</p> <p><u>PFAP unit – “Where Should We Go?” (p. 6)</u> As children participate in this experience, they will have the opportunity to talk about places their families may have gone picnicking in the past. They can also talk about the types of foods their families enjoy eating on a picnic as part of the activity.</p> <p><u>MFYF unit – “We Can Work Together” (p. 13)</u> During this experience, the children will wash dishes. While doing so, they can talk about who washes the dishes in their family and how they complete this task. They could also talk about who washes dishes in a restaurant as part of this experience.</p>
<p>SS 1.b. Develops a basic understanding of needs and wants.</p>	<p>This skill will be addressed during our upcoming units “Healthy Me” (September 2023), “It is Harvest Time” (October 2023) and “Clothing Kaboodle” (January 2024). We will talk about food and clothing as needs.</p>

SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.

The Gee Whiz Learning Indicator that most closely correlates with this skill is SE3 (because it addresses self-regulation). All of the Exploring Together experiences as well as group games included in the curriculum provide an opportunity to discuss rights and responsibilities. Here are some additional specific examples from the units provided:

BBB unit – “Catch It!” (p. 21) As children play together with balls and boxes, they will need be respectful of each other.

BBB unit – “Deliver the Package” (p. 6) While playing the game during this experience, the children will need to follow simple directions.

MFYF unit – “The Search is On!” (p. 20) During this experience, the children will work together to complete a scavenger hunt. If the provider chooses, she can give each child a specific item to find. Then, once the scavenger hunt is over, all of the children can help return the materials to their respective places.

Additionally ... the Gee Whiz curriculum builds in 4 Character Education traits ... kindness, respect, responsibility and honesty. Please see the detailed yearly outline for more information on which skill is addressed in each unit.

SS 1.d. Develops the ability to take care of the materials in the environment.

Just a few examples of activities in the Gee Whiz curriculum that address this skill are:

MFYF unit – “Marker Experiment” (p. 13) A hands-on experiment will be used during this experience to help children recognize the importance of taking care of markers by making sure the lids are secure.

BE unit – “Beautiful Bees” (p. 20) While taking care of materials in the learning environment is important, at Gee Whiz we believe that taking care of the natural environment is important as well. During this experience, the children will have the opportunity to learn more about why honeybees are so important and how they can help to take care of this species.

We also utilize a LOT of recyclable materials in Gee Whiz. This opens the door for discussions about the importance of reusing and repurposing instead of throwing things away.